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ABSTRACT

Student interest in increased evening courses at Daytona Beach Campus of Embry-Riddle Aeronautical University (ERAU) was investigated. The proportion of students employed while attending ERAU and student attitudes concerning evening or Saturday courses were also determined. Of the 3,312 students preregistered for fall 1982, 862 completed a questionnaire, which is appended. Across all programs and classes, 13.5 percent held jobs on campus and 27.6 percent worked off-campus. Almost half had been employed at some time while attending ERAU, and over one-third presently work more than 20 hours per week. Almost half experienced some conflict between work and class, while 38.4 percent felt additional evening courses would help them find or retain employment. Thirty percent favored Saturday courses. Computer, management, and maintenance students were particularly interested in evening courses. Appended data provide responses by student educational level and field of study (computers, aeronautical engineering, aviation maintenance, management, and aeronautical sciences). (SW)

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INTEREST IN EVENING COURSES

Survey Analysis

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Presented at the 1982 Annual Conference of the
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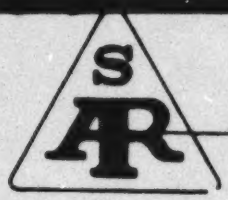

SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the 1982 Annual Conference of the Southern Association for Institutional Research held in Birmingham, Alabama, October 1982. It was reviewed by the SAIR Publications Committee and was judged to be of high quality and of interest to others concerned with the research in higher education. This paper has therefore been selected to be included in the ERIC collection of Conference Papers.

Gerald W. McLaughlin
President, SAIR

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ABSTRACT

Because fewer and fewer "traditional" college-bound students are applying for more and more collegiate slots, institutions are being required to make adjustments in their traditional "modes of operation" in order to better attract and retain students. In this case, a traditionally daytime-oriented university investigated the feasibility of moving to a schedule of increased evening course offerings as a way to provide more educational opportunities for present and future students.

This study utilized an institutionally-developed survey instrument administered in the Spring of 1982 to assess student interest in revising the course schedule to include more evening courses. Responses were obtained from 862 students (26% of the potential sample). Reports were analyzed according to the student's major area of study (Program Area) and the student's class level to determine if response patterns varied according to either of these classifications. Analyses of the results indicated statistically significant differences according to both classifications.

This study demonstrated the existance of a potential market for evening courses at this University, as well as providing a somewhat surprising demonstration of the existance of a market for Saturday classes (rated as "desirable" by 28.1%).

INTEREST IN EVENING COURSES

Survey Analysis

BACKGROUND AND RATIONALE:

With current economic conditions and the prospect of declining student enrollments, many colleges and universities are trying to develop new methods for attracting and retaining students. In private colleges, where resources may be particularly limited, these new methods are all the more crucial. At this University, not only the aforementioned issues, but also extreme space limitations were forcing decision-makers to re-evaluate traditional "modes of operation." While most of the classes were structured for full-time, residential, daytime students, economic conditions were forcing more students to supplement their income through part-time employment. A former study (Bottomley, 1982) indicated that students may be already taking "lighter" academic loads in order to pursue part-time employment. Thus, a number of factors were forcing this administration to consider increasing evening course offerings as a way to retain more students. This study was undertaken as a means of validating that decision and to determine the scope of the market for evening studies.

Christenson (1982) writes, "Colleges and universities must identify the forces that affect them, speculate on changes that will occur, trace backward from the future [to determine]...the implications of the changes, and then plan what actions they will take to address the future they have hypothesized." This was essentially the "guiding philisophy" for this project with the "activity" centered around a survey of the present student body. It was felt that since this student body was (projected to be) the first in a downward trend of enrollments in private colleges and universities (data based on NCES projections, 1980), this student group (students preregistering for Fall Term, 1982) was the best source of data available. Therefore, the following study was begun.

INTRODUCTION:

During the Fall Pre-Registration Period (March, 1982), the survey "Interest in Evening Courses" was distributed as a means of assessing student interest in increased evening course schedules. This survey also was designed to determine the proportion of students employed while attending ERAU (as a rough gauge) and if these students perceived an advantage to evening or Saturday course offerings. This survey was initiated at the request of the Division of Student Affairs and the Department of Registration & Records, in conjunction with the Office of Institutional Research, at the Daytona Beach Campus of ERAU.

METHODOLOGY:

Because the measurement was to be primarily opinion, it was decided that the most practical method of data collection would be through a survey. The questionnaire form itself (attached at the end of this report) was designed to address:

a. the employment status (or past employment status) of the students responding to the form,
b. the preferences or predispositions for work, and the time of their preferred work (morning, afternoon or evening),
c. the student's opinions about the desireability of evening or Saturday courses, and
d. their experiences of conflict between course work and outside employment.

Since the survey sample would be asked these questions in the process of Pre-Registration, the questionnaire form was kept to a minimum (one page) with a "yes-no" format. Students were also requested to indicate their class standing and their major program. Open-ended questions, or spaces for opinions were not included. The completed survey forms were collected by Registration & Records with the subsequent analysis by the Office of Institutional Research.

(continued)

METHODOLOGY (continued):

Results of the survey were tabulated by class (i.e. freshman, sophomore, junior, senior and all combined) as well as by different combinations of Major Program Areas. These Programs were combined as follows:

Computers
- Computer Technology
- Computer Science with Aviation Applications
- Aviation Computer Programming

Aeronautical Engineering
- Aeronautical Engineering
- Aircraft Engineering Technology

Aviation Maintenance
- Aircraft Maintenance
- Aviation Maintenance Technology
- Aviation Technology
- Avionics Maintenance Technology

Management
- Aviation Administration
- Aviation Maintenance Management
- Aviation Management
- General Aeronautics
- Professional Aeronautics

Aeronautical Sciences
- Aeronautical Sciences
- Aeronautical Studies
- Aviation Safety

Students who did not indicate a Program Area were included as "Not Reported" and tabulated separately.

In order to determine if differences in response pattern differed by class, a Chi^2 Analysis of Difference between "n" Independent Samples was made for each question's response. The results of these tests are included as Data Appendix B. Response patterns by Program Area are included as Data Appendix A.

RESULTS:

Out of 3,312 students who pre-registered for Fall 1982, 862 completed the survey, representing a response rate of 26.0%.

Accross all Programs and Classes, 13.5% indicated they are currently employed on campus with 27.6% indicating they are pre-

(continued)

RESULTS (continued):

sently employed off campus. Almost half (49.5%) indicated that they had been employed at some time while attending ERAU. Almost 40% (39.8% to be exact) plan to be employed at some point in the future on campus, while 65.5% plan to be employed off campus. Over one-third (34.4%) indicated that they presently work more than 20 hours per week.

Almost half (47.9%) indicated that they had experienced some conflict between work and class while 38.4% indicated that additional evening courses would help them [find or retain] employment. 30.0% indicated a preference for working in the morning hours, 44.1% indicated a preference for working in the afternoon, and 45.4% indicated a preference for evening work. 40.9% of the respondents indicated that evening courses would help for reasons other than employment, and almost 28% (236 out of 844) indicated that Saturday courses would be desireable. None of the questions were designed to be mutually exclusive (i.e. students could answer "yes" to preferring to work morning and afternoon and evening if they so desired). In a limited number of instances, some students answered both "yes" and "no" to an item, but this was rare.

Table A (following) illustrates the affirmative responses to each item by class. This shows that juniors and seniors have a greater affirmative response rate to questions about current employment than do freshmen, but in terms of plans for employment all classes have approximately the same response rate (i.e. there is no significant statistical difference). Seniors are also the most likely class to be working more than 20 hours per week.

There does not appear to be any significant statistical difference in affirmative responses to question 8 (would additional evening courses help you to secure a job?) meaning that about 40% of each class feel that evening courses would help secure employment. This is confirmed by the response to question 12 (would additional evening courses help you for reasons other than employment?), with approximately 40% responding favorably. If there was any surprise to the findings of this survey, it would be that about 30% (across all classes) favor Saturday courses (a total of 238 out of 846). The affirmative responses to this item did not appear to vary to

(continued)

TABLE A

AFFIRMATIVE RESPONSES (PERCENTAGES) TO EACH SURVEY ITEM BY CLASS LEVEL

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS	TOTALS (All)
1. Now employed on campus:	4.5	6.9	17.9	27.3	13.6%
2. Now employed off campus:	18.4	29.7	26.9	36.8	27.7%
3. Ever employed while at Embry-Riddle?:	23.8	45.2	58.9	72.2	49.8%
4. Plan to work on campus:	31.7	35.7	47.0	43.7	39.8%
5. Plan to work off campus:	72.1	69.9	60.1	61.3	65.7%
6. Work > 20 hrs./week:	23.0	29.3	37.5	49.0	34.1%
7. Couses HAVE interfered with work hours:	38.8	42.4	59.2	51.0	48.3%
8. Evening courses would help with work:	32.8	38.5	42.9	41.8	39.2%
9. Prefer working mornings:	28.1	26.6	28.6	40.7	30.2%
10. Prefer working afternoons:	42.4	39.9	48.7	45.5	44.2%
11. Prefer working evenings:	45.6	47.6	44.7	42.6	45.4%
12. Evening courses would help (non-work):	31.9	39.3	45.4	42.3	40.8%
13. Saturday courses desired:	22.9	26.5	32.0	30.4	28.1%

WNB:OIR
5/11/82

NOTE: A sample of the survey instrument used in this study can be found immediately following Data Appendix B.

RESULTS (continued):

a large degree according to program area (department grouping) of the student (that is, about as large a proportion of students in Management indicated a desire for Saturday classes as did students in Maintenance and Computers, although a larger proportion than Engineering or Flight students).

DISCUSSION:

This survey does indicate that there is an apparent "market" for increased evening course offerings among students at ERAU. Of particular note are the large percentages of favorable responses to item #12 among Computer, Management and Maintenance students. It should also be noted that over 100 Flight students indicated that evening courses would be helpful (again refer to item #12).

Freshmen do not appear to have a particular desire for evening or for Saturday courses, as might be expected. However, Sophomores in Management, Juniors in Management and Computers and (apparently) Seniors in Management, Maintenance, Flight and Engineering may be more willing to utilize evening courses if more were made available (NOTE: the small number of seniors responding affirmatively to item #12, although a large percentage, may make this last assumption tenuous).

Although evening and Saturday courses are not the most popular from an Instructor's point of view, increased evening and (perhaps) Saturday courses may be helpful to the University in alleviating some of the overcrowding in the classrooms, and in meeting the increasing demand for upper-level courses for some of the students.

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Data Appendix A

Interest in Evening Courses
Affirmative Responses to Survey Items
by Class Level

DEPARTMENT GROUPINGS

Number (#) and Percent (%) AFFIRMATIVE RESPONSES

CLASS: FRESHMEN

		COMPUTERS	MANAGEMENT	AVIATION MAINTENANCE	AERONAUTICAL ENGINEERING	AERONAUTICAL SCIENCES	NOT REPORTED	TOTALS
1. Now Employed ON Campus:	(#)	1	1	4	0	2	0	8
	(%)	11.1	4.2	11.8	0.0	2.7	0.0	4.5%
2. Now Employed OFF Campus:	(#)	1	6	10	7	7	3	34
	(%)	11.1	25.0	30.3	23.3	9.3	21.4	18.4%
3. Ever Employed while at ERAU?	(#)	4	5	14	8	12	2	45
	(%)	44.4	20.8	40.0	25.8	15.8	14.3	23.8%
4. Plan on Working ON Campus:	(#)	4	9	9	9	24	3	58
	(%)	44.4	37.5	27.3	30.0	32.0	25.0	31.7%
5. Plan on Working OFF Campus:	(#)	7	17	25	21	54	8	132
	(%)	77.8	70.8	75.8	70.0	73.0	61.5	72.1%
6. Now work over 20 Hrs./Week:	(#)	3	9	13	3	12	2	42
	(%)	33.3	37.5	40.6	10.0	16.0	15.4	23.0%
7. Course Schedule HAS Interfered:	(#)	4	10	16	9	30	2	71
	(%)	44.5	41.7	48.5	30.0	40.5	15.4	38.8%
8. Evening Courses would Help w/ Work:	(#)	3	7	12	11	22	3	58
	(%)	33.3	30.4	38.7	36.7	30.6	25.0	32.8%
9. Prefer to Work Morning Hours:	(#)	2	6	14	3	22	3	50
	(%)	22.2	26.1	43.7	10.0	30.6	25.0	28.1%
10. Prefer to Work Afternoon Hours:	(#)	7	10	11	17	26	4	75
	(%)	77.8	43.5	33.3	56.7	36.6	36.6	42.4%
11. Prefer to Work Evening Hours:	(#)	4	9	14	9	40	7	83
	(%)	44.5	37.5	43.7	30.0	54.1	53.8	45.6%
12. Evening Courses would Help (Other than Work):	(#)	3	6	17	11	20	1	58
	(%)	33.3	25.0	50.0	36.7	27.8	7.7	31.9%
13. Saturday Courses Desired:	(#)	3	5	8	9	15	2	42
	(%)	33.3	20.8	23.5	29.0	20.8	15.4	22.9%

DEPARTMENT GROUPINGS

Number (#) and Percent (%) AFFIRMATIVE RESPONSES

CLASS: SOPHOMORE

		COMPUTERS	MANAGEMENT	AVIATION MAINTENANCE	AERONAUTICAL ENGINEERING	AERONAUTICAL SCIENCES	NOT REPORTED	TOTALS
1. Now Employed ON Campus:	(#)	0	4	3	6	4	0	17
	(%)	0.0	7.6	6.5	21.4	4.7	0.0	6.9
2. Now Employed OFF Campus:	(#)	7	17	16	8	20	5	73
	(%)	50.0	32.1	34.0	29.6	23.3	26.3	29.7
3. Ever Employed while at ERAU?	(#)	8	19	24	16	37	8	112
	(%)	57.1	35.8	50.0	57.1	43.0	42.1	45.2
4. Plan on Working ON Campus:	(#)	2	14	21	11	33	4	85
	(%)	15.4	23.5	46.7	42.3	38.8	23.5	35.7
5. Plan on Working OFF Campus:	(#)	10	37	31	21	56	12	167
	(%)	76.9	72.6	67.4	77.8	66.7	66.7	69.9
6. Now work over 20 Hrs./Week:	(#)	5	17	14	8	25	2	71
	(%)	38.5	33.3	30.4	28.6	29.1	11.1	29.3
7. Course Schedule HAS Interfered:	(#)	6	20	23	10	38	6	103
	(%)	46.2	38.5	47.9	35.8	44.7	35.3	42.4
8. Evening Courses would Help w/ Work:	(#)	6	19	17	13	30	7	92
	(%)	46.2	36.5	37.8	48.2	36.1	36.8	38.5
9. Prefer to Work Morning Hours:	(#)	5	11	14	10	18	3	61
	(%)	35.7	22.9	32.6	37.0	22.5	17.6	26.6
10. Prefer to Work Afternoon Hours:	(#)	3	21	20	11	31	5	91
	(%)	25.0	42.9	46.5	39.3	39.2	29.4	39.9
11. Prefer to Work Evening Hours:	(#)	5	20	16	13	44	11	109
	(%)	41.7	38.5	38.1	50.0	55.7	61.1	47.6
12. Evening Courses would Help (Other than Work):	(#)	5	25	14	6	38	6	94
	(%)	38.5	48.1	32.6	21.4	45.2	31.6	39.3
13. Saturday Courses Desired:	(#)	4	10	15	3	28	4	64
	(%)	28.6	19.6	31.9	10.7	33.3	22.2	26.5

DEPARTMENT GROUPINGS

Number (#) and Percent (%) AFFIRMATIVE RESPONSES

CLASS: JUNIORS

		COMPUTERS	MANAGEMENT	AVIATION MAINTENANCE	AERONAUTICAL ENGINEERING	AERONAUTICAL SCIENCES	NOT REPORTED	TOTALS
1. Now Employed ON Campus:	(#)	4	14	8	9	10	2	47
	(%)	40.0	20.9	17.0	22.5	13.9	7.4	17.9
2. Now Employed OFF Campus:	(#)	1	20	15	6	21	8	71
	(%)	10.0	29.4	32.6	15.0	28.8	29.6	26.9
3. Ever Employed while at ERAU?	(#)	9	41	27	19	43	16	155
	(%)	90.0	61.2	58.7	47.5	58.9	59.3	58.9
4. Plan on Working ON Campus.	(#)	5	30	22	23	32	11	123
	(%)	50.0	46.9	45.8	57.5	43.2	42.3	47.0
5. Plan on Working OFF Campus:	(#)	4	46	30	16	42	17	155
	(%)	40.0	69.7	66.7	42.1	57.5	65.4	60.1
6. Now work over 20 Hrs./Week:	(#)	7	29	21	7	19	10	93
	(%)	70.0	45.3	48.8	18.9	27.5	40.0	37.5
7. Course Schedule HAS Interfered:	(#)	3	46	36	18	33	12	148
	(%)	30.0	70.8	78.3	51.4	47.8	48.0	59.2
8. Evening Courses would Help w/ Work:	(#)	5	33	25	14	22	6	105
	(%)	50.0	50.0	56.8	40.0	31.9	28.6	42.9
9. Prefer to Work Morning Hours:	(#)	3	16	13	6	21	11	70
	(%)	33.3	25.4	29.6	18.2	30.0	42.3	28.6
10. Prefer to Work Afternoon Hours:	(#)	6	33	18	24	24	11	116
	(%)	66.7	52.4	41.9	70.6	36.9	45.8	48.7
11. Prefer to Work Evening Hours:	(#)	4	28	19	11	33	11	106
	(%)	44.4	43.8	45.2	34.4	49.3	47.8	44.7
12. Evening Courses would Help (Other than Work):	(#)	5	41	18	13	29	7	113
	(%)	50.0	60.3	41.9	36.1	41.4	31.8	45.4
13. Saturday Courses Desired:	(#)	5	21	14	11	17	12	80
	(%)	50.0	32.3	41.2	29.0	25.0	48.0	32.0

DEPARTMENT GROUPINGS

Number (#) and Percent (%) AFFIRMATIVE RESPONSES

CLASS: SENIORS

		COMPUTERS	MANAGEMENT	AVIATION MAINTENANCE	AERONAUTICAL ENGINEERING	AERONAUTICAL SCIENCES	NOT REPORTED	TOTALS
1. Now Employed ON Campus:	(#)	4	13	3	9	11	4	44
	(%)	44.4	22.8	23.1	40.9	22.0	40.0	27.3
2. Now Employed OFF Campus:	(#)	2	24	3	4	21	6	60
	(%)	22.2	42.1	23.1	18.2	41.2	54.6	36.8
3. Ever Employed while at ERAU?	(#)	7	44	9	15	35	7	117
	(%)	77.8	77.2	69.2	71.4	70.0	58.3	72.2
4. Plan on Working ON Campus:	(#)	5	20	7	11	19	7	69
	(%)	55.6	35.7	58.3	52.4	38.8	63.6	43.7
5. Plan on Working OFF Campus:	(#)	7	32	7	15	32	5	98
	(%)	77.8	56.1	58.3	71.4	62.6	50.0	61.3
6. Now work over 20 Hrs./Week:	(#)	3	28	7	7	25	7	77
	(%)	37.5	50.0	58.3	31.8	53.2	58.3	49.0
7. Course Schedule HAS Interfered:	(#)	4	28	6	12	25	5	80
	(%)	50.0	49.1	46.2	57.1	52.1	50.0	51.0
8. Evening Courses would Help w/ Work:	(#)	6	20	8	9	18	3	64
	(%)	75.0	36.4	66.7	45.0	38.3	30.0	41.8
9. Prefer to Work Morning Hours:	(#)	3	19	5	6	21	9	63
	(%)	33.3	34.6	41.7	27.3	44.7	90.0	40.7
10. Prefer to Work Afternoon Hours:	(#)	5	25	7	9	20	4	70
	(%)	55.6	45.5	58.3	40.9	42.6	44.4	45.5
11. Prefer to Work Evening Hours:	(#)	4	25	1	11	21	1	63
	(%)	50.0	46.3	8.3	57.9	45.7	11.1	42.6
12. Evening Courses would Help (Other than Work):	(#)	5	27	7	9	21	5	74
	(%)	37.5	47.4	53.9	42.9	42.0	45.5	42.3
13. Saturday Courses Desired:	(#)	1	21	12	4	7	7	52
	(%)	11.1	37.5	48.0	21.1	14.0	58.3	30.4

DEPARTMENT GROUPINGS

Number (#) and Percent (%) AFFIRMATIVE RESPONSES

CLASS: TOTAL (All Classes)

		COMPUTERS	MANAGEMENT	AVIATION MAINTENANCE	AERONAUTICAL ENGINEERING	AERONAUTICAL SCIENCES	NOT REPORTED	TOTALS
1. Now Employed ON Campus:	(#)	9	32	18	24	27	6	116
	(%)	21.4	15.9	12.9	20.0	9.5	8.7	13.6
2. Now Employed OFF Campus:	(#)	11	67	44	25	69	22	238
	(%)	26.2	33.2	31.7	21.0	24.2	31.0	27.7
3. Ever Employed while at ERAU?	(#)	28	109	74	58	127	33	429
	(%)	66.7	54.2	52.1	48.3	44.6	45.8	49.8
4. Plan on Working ON Campus:	(#)	16	73	59	54	108	25	335
	(%)	39.0	37.9	42.8	46.2	38.2	37.9	39.8
5. Plan on Working OFF Campus:	(#)	28	132	93	73	184	42	552
	(%)	68.3	66.7	68.4	62.9	65.3	62.7	65.7
6. Now work over 20 Hrs./Week:	(#)	18	83	55	25	81	21	283
	(%)	45.0	42.8	41.4	21.2	29.2	30.9	34.1
7. Course Schedule HAS Interfered:	(#)	17	104	81	49	126	25	402
	(%)	42.5	52.5	57.9	43.0	45.7	38.5	48.3
8. Evening Courses would Help w/ Work:	(#)	20	79	62	47	92	19	319
	(%)	50.0	40.3	46.6	42.0	34.0	30.7	39.2
9. Prefer to Work Morning Hours:	(#)	13	52	46	25	82	26	244
	(%)	27.1	27.8	35.1	22.3	30.5	40.0	30.2
10. Prefer to Work Afternoon Hours:	(#)	21	89	56	61	101	24	352
	(%)	53.9	46.8	42.8	53.5	38.6	39.3	44.2
11. Prefer to Work Evening Hours:	(#)	17	82	50	44	138	30	361
	(%)	44.7	42.3	39.1	41.1	51.9	47.6	45.4
12. Evening Courses would Help (Other than Work):	(#)	18	99	56	39	108	19	339
	(%)	45.0	49.3	42.1	33.9	39.1	29.2	40.8
13. Saturday Courses Desired:	(#)	13	57	49	27	67	25	238
	(%)	31.0	29.2	32.7	23.1	24.5	36.8	28.1

Data Appendix B

Interest in Evening Courses
Analysis of Difference in Response Pattern
by Class Level

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 1) Are you presently employed ON Campus?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	8	178	186
Sophomores	17	228	245
Juniors	47	216	263
Seniors	44	117	161
TOTALS	116	739	855

degrees of freedom	3
calculated x^2	53.0
α level (.01)	11.3

Result: Reject (null) hypothesis that there is no difference in the response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	4.3%	95.7%
Sophomores	6.9%	93.1%
Juniors	17.9%	82.1%
Seniors	27.3%	72.7%
TOTALS	13.6%	86.4%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 2) Are you presently employed OFF campus?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	34	151	185
Sophomores	73	173	246
Juniors	71	193	264
Seniors	60	103	163
TOTALS	238	620	858

degrees of freedom	3
calculated x^2	15.3
α level (.01)	11.3

Result: Reject (null) hypothesis that there is no difference in the response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	18.4%	81.6%
Sophomores	29.7%	70.3%
Juniors	26.9%	73.1%
Seniors	36.8%	63.2%
TOTALS	27.7%	72.3%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 3) Have you ever been employed while attending ERAU?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	45	144	189
Sophomores	112	136	248
Juniors	155	108	263
Seniors	117	45	162
TOTALS	429	433	862

degrees of freedom	3
calculated x^2	94.7
α level (.01)	11.3

Result: Reject (null) hypothesis that there is no difference in the response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	23.8%	76.2%
Sophomores	45.2%	54.8%
Juniors	58.9%	41.1%
Seniors	72.2%	27.8%
TOTALS	49.8%	50.2%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 4) Do you plan to be employed in the future ON campus while attending ERAU?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	58	125	183
Sophomores	85	153	238
Juniors	123	139	262
Seniors	69	89	158
TOTALS	335	506	841

degrees of freedom	3
calculated x^2	13.2
α level (.01)	11.3

Result: Reject (null) hypothesis that there is no difference in response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	31.7%	68.3%
Sophomores	35.7%	64.3%
Juniors	46.9%	53.1%
Seniors	43.7%	56.3%
TOTALS	39.8%	60.2%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 5) Do you plan to be employed in the future OFF campus while attending ERAU?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	132	51	183
Sophomores	167	72	239
Juniors	155	103	258
Seniors	98	62	160
TOTALS	552	288	840

degrees of freedom	3
calculated x^2	10.2
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	72.1%	27.9%
Sophomores	69.9%	30.1%
Juniors	60.1%	39.9%
Seniors	61.3%	38.7%
TOTALS	65.7%	34.3%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 6) On the average, do you work more than 20 hours per week?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	42	141	183
Sophomores	71	171	242
Juniors	93	155	248
Seniors	77	80	157
TOTALS	283	547	830

degrees of freedom	3
calculated x^2	29.5
α level (.01)	11.3

Result: Reject (null) hypothesis that there is no difference in the response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	22.9%	77.1%
Sophomores	29.3%	70.7%
Juniors	37.5%	62.5%
Seniors	49.0%	51.0%
TOTALS	34.1%	65.9%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 7) Has your course schedule interfered with the hours you could work?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	71	112	183
Sophomores	103	140	243
Juniors	148	102	250
Seniors	80	77	157
TOTALS	402	431	833

degrees of freedom 3

calculated x^2 22.3

α level (.01) 11.3

Result: Reject (null) hypothesis that there is no difference in the response patterns to this question between the different class groups (99% certainty).

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	38.8%	61.2%
Sophomores	42.4%	57.6%
Juniors	59.2%	40.8%
Seniors	51.0%	49.0%
TOTALS	48.3%	51.7%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 8) Would additional evening courses help you to secure a job?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	58	119	177
Sophomores	92	147	239
Juniors	105	140	245
Seniors	64	89	153
TOTALS	319	495	814

degrees of freedom	3
calculated x^2	5.0
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	32.7%	67.3%
Sophomores	38.5%	61.5%
Juniors	42.9%	57.1%
Seniors	41.8%	58.2%
TOTALS	39.2%	60.8%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 9) I would prefer to work during the morning hours (7:30 AM - 1:30 PM).

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	50	128	178
Sophomores	61	168	229
Juniors	70	175	245
Seniors	63	92	155
TOTALS	244	563	807

degrees of freedom	3
calculated x^2	10.0
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	28.1%	71.9%
Sophomores	26.6%	73.4%
Juniors	28.6%	71.4%
Seniors	41.0%	59.0%
TOTALS	30.2%	69.8%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 10) I would prefer to work during the afternoon hours (1:30 PM - 6:00 PM).

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	75	102	177
Sophomores	91	137	228
Juniors	116	122	238
Seniors	70	84	154
TOTALS	352	445	797

degrees of freedom	3
calculated x^2	4.0
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	42.4%	57.4%
Sophomores	39.9%	60.1%
Juniors	48.7%	51.3%
Seniors	45.5%	54.5%
TOTALS	44.2%	55.8%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 11) I would prefer to work during the evening hours (after 6:00 PM).

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	83	99	182
Sophomores	109	120	229
Juniors	106	131	237
Seniors	63	85	148
TOTALS	361	435	796

degrees of freedom 3

calculated x^2 1.0

α level (.01) 11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	45.6%	54.4%
Sophomores	47.6%	52.4%
Juniors	44.7%	55.3%
Seniors	42.6%	57.4%
TOTALS	45.4%	54.6%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 12) Would additional evening courses help you for reasons other than employment?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	58	124	182
Sophomores	94	145	239
Juniors	113	136	249
Seniors	74	86	160
TOTALS	339	491	830

degrees of freedom	3
calculated x^2	10.3
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	31.9%	68.1%
Sophomores	39.3%	60.7%
Juniors	45.4%	54.6%
Seniors	42.3%	53.7%
TOTALS	40.8%	59.2%

ANALYSIS OF DIFFERENCE IN RESPONSE PATTERN BY CLASS LEVEL

Question: (Question 13) Would Saturday courses be desireable?

Response Pattern:

Number of Responses

Class Group	YES	NO	TOTAL
Freshmen	42	141	183
Sophomores	64	178	242
Juniors	80	170	250
Seniors	52	119	171
TOTALS	238	608	846

degrees of freedom	3
calculated x^2	5.0
α level (.01)	11.3

Result: Fail to reject the (null) hypothesis that there is no difference in the response patterns to this question between the class groups.

Percentage Distribution of Responses by Class Level

	YES	NO
Freshmen	23.0%	77.0%
Sophomores	26.4%	73.6%
Juniors	32.0%	68.0%
Seniors	30.4%	69.6%
TOTALS	28.1%	71.9%

INTEREST IN EVENING COURSES

The University wants to determine if offering a larger number of courses in the evening would assist students in securing employment, either on or off campus. Please answer the following questions and return this survey form to the collection point at the end of the registration line. Thank you for your help!

Class Standing (circle one):

Freshman Sophomore Junior Senior

My Degree Program (Major Area) is: _____

For the following questions, please respond with either "yes" or "no".	YES	NO
1. Are you presently employed <u>on</u> campus?	_____	_____
2. Are you presently employed <u>off</u> campus?	_____	_____
3. Have you ever been employed while attending ERAU?	_____	_____
4. Do you plan to be employed in the future <u>on</u> campus while attending ERAU?	_____	_____
5. Do you plan to be employed in the future <u>off</u> campus while attending ERAU?	_____	_____
6. On the average, do you work more than 20 hours per week?	_____	_____
7. Has your course schedule interfered with the hours you could work?	_____	_____
8. Would additional evening courses help you to secure a job?	_____	_____
9. I would prefer to work during the morning hours (7:30 AM - 1:30 PM).	_____	_____
10. I would prefer to work during the afternoon hours (1:30 PM - 6:00 PM).	_____	_____
11. I would prefer to work during the evening hours (after 6:00 PM).	_____	_____
12. Would additional evening courses help you for reasons other than employment?	_____	_____
13. Would Saturday courses be desireable?	_____	_____

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